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ABSTRACT

This guide, which integrates adult basic education (ABE) curriculum, job skills for Abbott Laboratories, and work-related foundation skills, is designed for an instructional program in the skill areas of reading, writing, oral communications, mathematics, and problem solving. In addition to creating a uniform process and product to promote consistency in classroom instruction, the guide provides the following: tips for effective instruction, matrixes showing the relationship of the Test of Adult Basic Education (TABE) skill levels to the skill groups in the Abbott classes; a learner needs questionnaire; information about assessment and a teacher checklist for authentic assessment; and charts of skill groups related to learning objectives in reading (on two levels--for learners whose reading level is within 0-6.90 and for learners whose reading level is within 7.0-10.9), writing, oral communications, mathematics, and problem solving. The guide also contains forms for recording instructional progress and teacher comments and recommendations, and information for teacher observation and staff development. (KC)

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THE INSTRUCTIONAL GUIDE FOR ABBOTT SKILLS ENHANCEMENT CLASSES

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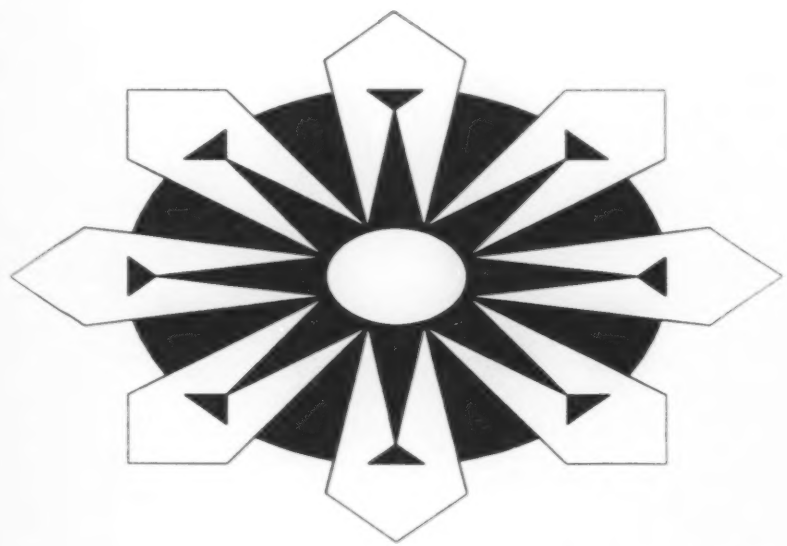

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THE INSTRUCTIONAL GUIDE FOR THE ABBOTT SKILLS ENHANCEMENT CLASSES

Overview

The guide is an integration of the CLC ABE curriculum, Abbott job skills, and work-related foundation skills. It is designed to implement the skill areas of reading, writing, oral communications, mathematics, and problem solving in the Abbott Skills Enhancement Classes. In addition to creating a uniform process and product to promote consistency in classroom instruction, the guide provides an additional component along with the TABE (Test of Adult Basic Education) and teacher recommendation for the P1/P2 determination. P1 includes learners whose reading level is within 0 - 6.9, and P2 includes learners whose reading level is within 7.0 - 10.9.

Explanation of Guide Format

The format of the instructional guide is designed as an outline for each skill area. On the first few days of class, the instructor can determine along with the students which skill groups are most appropriate to their learning needs. Using the guide throughout the course, the instructor will continue to make adjustments and adaptations as students' needs become more apparent. The following information describes each part of the instructional guide.

▸**SKILL GROUP**	The skill groups represent basic skills that are involved in the subject area. They generally progress from beginning-level skills to increasingly more difficult skills, although completion of one skill group does not necessarily depend on completion of the previous one. The level of difficulty of each skill group is determined by the demonstrated and observed needs of the learner.
▸**CONTEXT**	The list of contexts provides the instructor with possible situations, interactions, issues, or materials in which the learning objectives or skill groups that relate to them can be practiced. *The company specific materials are only examples.*
▸**LEARNING OBJECTIVES**	The learning objectives in each skill group offer the instructor a suggested guide for instruction. They are sequenced in terms of complexity and progressively build the students' skills. All objectives are evaluated by demonstration of skill mastery with appropriate criteria.They reflect the short-term achievement of the learner.
▸**OUTCOME**	The outcome of each skill group is a description of a measurable outcome around which assessment can be designed. The instructor creates the assessment tool to measure each selected outcome and/or learning objective using such methods as demonstrations, checklists, pencil and paper tests, writing profiles, and reading profiles. The level of difficulty of each outcome is reflected in the assessment tool.

Abbott Skills Enhancement Classes

Process for Using Instructional Guide and Instructional Progress Record

1. **Read Instructional Guide**

   Take into account: (a) The Abbott Program is an integration of ABE (Adult Basic Education) skills, Abbott job skills, and work-related foundation skills. (b) The curriculum is outcome-based.

2. **Determine Skill Groups**

   Take into account: (a)The learner's present academic needs and/or past progress, which can be obtained from the master student file and from the learner's self-assessment and questionnaire. (b) The Abbott expectations for emphasis on reading and the supervisor's work-related expectations for the learner. (c) The chart, *Relationship of TABE Levels to Skill Groups*, which is essential for placing learners in appropriate areas.

3. **Target Skill Group Outcomes**

   Take into account: (a) Each student will have his/her own Instructional Progress Record. The skill group outcomes will vary according to individual levels, and personal, and professional needs. (b) All skill group outcomes are measurable as written in the curriculum. (c) The outcomes reflect the long-term achievement of the learner.

4. **Identify Learning Objectives**

   Take into account: (a) Learning objectives are the items presented in instruction; **they are your lesson plans.** (b) Abbott workplace context, documents or materials should be used when appropriate as well as CLC approved adult education texts. (c) Measurement instrument(s) and criteria for evaluating the learning objectives are now determined. Your instrument for measuring progress is based on the criteria related to the objectives. (d) The objectives reflect the short-term achievement of the learner.

5. **Present Instruction**

   Take into account: (a)All activities should be considered as vehicles in striving for mastery of learning objectives and achievement of skill group outcomes. (b) The learner should know what learning objectives are being presented and the direction of their skills enhancement on an ongoing basis.

6. **Report Mid-Term Progress**

Take into account: (a) Abbott managers would like to know any special comments or concerns at this point. Comments should relate to the learning objectives in the curriculum. (b) A discussion with the learner on academic status and relevant issues will be held at mid-term.

7. **Evaluate Learning Objectives**

Take into account: (a)The evaluation for mastery may take place at **any** point in the session. Readiness is decided by instructor and learner. (b) Mastery is determined at 80%. (c) The measurement tool/method needs to be attached to the Instructional Progress Record. (d) The criteria for measuring need to be clearly evident.

8. **Complete Instructional Progress Record**

Fill in Learning Objective, Level, Mastery, and Non-Mastery Columns

Take into account: (a) The date when mastery or non-mastery occurred will be recorded in the appropriate columns. (b) The measurement document(s) or explanation of the evaluation(s) will be attached to the Instructional Progress Record.

9. **Write Learner, Instructor, and Manager Comments**

Take into account: (a) All comments should be in academic context. (b) Three different groups receive your comments and each should be accordingly addressed. Refer to the *Skills Enhancement Comment and Recommendation Sheet* for assistance.

Tips for Effective Instruction

- ☞ Study, reflect on, and ask questions about the Instructional Guide processes and materials on an ongoing basis
- ☞ The sequence of instructional planning is: **(1st)** Outcome, **(2nd)** Learning Objective and Assessment, and **(3rd)** Activities
- ☞ Involve the learners in identification of learning objectives and keep them informed of their progress
- ☞ Language and Spelling TABE scores correspond to and will assist in identifying learner writing skills
- ☞ Learners can work on the same learning objectives; however, the activities and assessment are according to each learner's level
- ☞ The *last* learning objective in each skill group is: 1) based on mastery of all the preceding learning objectives and 2) is the outcome of the skill group
- ☞
- ☞
- ☞

RELATIONSHIP OF TABE LEVELS TO SKILL GROUPS

The charts below show the general relationship of TABE levels to the skill groups found in the Instructional Guide for the Abbott Skills Enhancement Program. Along with **learner** and **manager** input, this chart will assist instructors as they begin the identification process for appropriate Skill Group(s) instruction.

READING SKILLS

TABE LEVEL Form 7 & 8, Survey	**SKILL GROUP**
E, M, D, A	Recognizing Words in Context
E, M, D, A	Recalling Information
E, M E, M, D, A M, D, A	Constructing Meaning • prediction • main idea • summary/paraphrase
M, D M, D	Interpreting Reference Sources • reference sources • indexes
E M, D	Interpreting Graphics • signs • graphs, forms, charts, tables
D, A D, A	Applying Information • application of concepts, ideas, facts in different situations
D, A D, A	Analyzing Information • separating fact and opinion • determining cause and effect
D, A	Evaluating Information • making a judgement

Note: Level E is a grade level range of 1.6 - 3.9
Level M is grade level range of 3.6 - 6.9
Level D is a grade level range of 6.6 - 8.9
Level A is a grade level range of 8.6 - 14.9

WRITING SKILLS

TABE LEVEL Form 7 & 8, Survey	**SKILL GROUP**
E, M	Completing Forms
E, M	Writing Messages and Notes
	Developing Writing for Job Use
M, D	• descriptive writing
M, D	• instructions
	Developing Writing for Academic and Personal Use
E, M, D, A	• complete sentences
E, M, D, A	• capitalization
E, M	• punctuation-end marks
E, M, D, A	• punctuation-comma
E, M, D, A	• verb-subject agreement
E, M, D, A	• verb tense
E, M, D, A	• writing process
E, M, D, A	• paragraphs
	Writing for Job Use
M, D, A	• memo writing
	Writing for Personal Use
D, A	• inquiry letter
D, A	• complaint letter
D, A	• opinion letter
	Writing for Academic Use
D, A	• essays

MATH SKILLS

TABE LEVEL Form 7 & 8, Survey	SKILL GROUP
E, M, D, A	Strategies for Solving Math Work Problems
E, M	Whole numbers
M, D, A	Fractions
M, D, A	Decimals
M, D, A	Measurement
D, A	Ratio and Proportion
D, A	Percents
D, A	Algebra - Solving Equations
D, A	Geometry - Calculating Perimeter, Area, and Volume

COMMUNICATION SKILLS

TABE LEVEL	SKILL GROUP
E, M, D, A	All Skill Groups

BASIC PROBLEM SOLVING

TABE LEVEL	SKILL GROUP
E, M, D, A	All Skill Groups

TEAM-BASED PROBLEM SOLVING

TABE LEVEL	SKILL GROUP
D, A	All Skill Groups

LEARNER NEEDS QUESTIONNAIRE (ABBOTT)

Name _____

Directions: Check the skills that you would like to improve.

READING SKILLS

- ☐ Understand the meaning of words.
- ☐ Follow written directions.
- ☐ Recall facts.
- ☐ Summarize information.
- ☐ Locate information in dictionaries, directories, and other reference materials.
- ☐ Understand graphs, charts, and/or diagrams.
- ☐ Locate and understand information in company manuals.

WRITING SKILLS

- ☐ Fill out a form or application.
- ☐ Write a message using complete sentences.
- ☐ Write a description of an event.
- ☐ Write a set of instructions.
- ☐ Write a brief paragraph on a topic.

MATH SKILLS

- ☐ Use whole numbers.
- ☐ Use fractions.
- ☐ Use decimals.
- ☐ Understand and use measurement.

COMMUNICATION SKILLS

- ☐ Follow oral instructions.
- ☐ Speak in an organized and clear fashion.
- ☐ Give and receive feedback.
- ☐ Participate in meetings.

BASIC PROBLEM SOLVING SKILLS

☐ Use steps (a process) to solve work and personal problems.

Assessment Creation

Rationale

Accountability is no longer an expression used primarily in the business world. It is now a major factor in all arenas of education. As adult education moves into the workplace, accountability for contextual instruction and ***quantitative evaluation*** of student progress and achievement is the foremost duty of the instructor.

Each learning objective as well as the outcome for that skill group is a measurable unit around which assessment can be designed. It is the instructor's responsibility to create an assessment that can demonstrate tangible evidence of the student's mastery (80%) of the selected learning objective(s).

Process for Assessment Creation

Once students' skill groups and objectives have been identified and selected, the question arises as to how the achievement of these objectives will be measured.

TAKE INTO ACCOUNT:

Level of Student	■ Assessment must reflect the level of the student. ■ Lower level students require simpler assessments. ■ Higher level students require more complex assessments.
Learning Objective(s)	■ Narrowly focused objectives within a skill group may be grouped together for assessment. ■ More complex objectives should be evaluated alone. ■ Objective(s) being measured must be listed on the assessment. ■ Criteria for evaluation of the assessment must be clearly evident especially when using such assessment tools as demonstrations and writing profiles. ■ All criteria must reflect the learning objective(s)! ■ The assessment must be scored, e.g., 8/10 correct = 80%. (This avoids confusion and questions when reviewing the student's file.) ■ Examples of student's classroom work ***do not*** constitute assessment!
Context of Instruction	■ Assessment should correspond to the workplace context and comparable time frame. ■ Different workplace contexts are listed directly under each skill group.
Ease of Understanding	■ At a glance, can *anyone* understand ***what*** your assessment measures and ***how well*** your student performed?

Teacher Checklist for Authentic Assessment

Does the assessment...	Yes ☺	No ☹
• have clear, specific criteria and standards?		
• match clearly defined objectives?		
• focus on real world situations?		
• actively engage the learner as a decision maker?		
• allow for many ways to demonstrate achievement and progress?		
• easily embed into instruction?		
• accurately represent the curriculum?		
• show progress over time?		
• provide continuous and ongoing feedback?		
• provide multiple measures of a learner?		

READING SKILLS - P1

SKILL GROUP	LEARNING OBJECTIVES
Recognizing Words in Context **Outcome: Read and define words in the context of authentic texts.** *Context: Job descriptions* *BOP's* *FDA guidelines*	a. Recognize and define task-related words with technical meanings.
	b. Recognize new words, phrases, or idioms in a text which are defined by the context in which they appear.
	c. Identify strategies for coping with unfamiliar words.
Recalling Information **Outcome: Read and recall factual information.** *Context: Work orders* *Daily checklists*	a. Identify facts, details, or specifications within a text.
	b. Follow detailed, sequential written directions, steps, rules, or guidelines to complete a task.
Constructing Meaning **Outcome: Read, process, and interpret stated meaning from a text.** *Context: Department memos* *Corporate newsletters* *Company profile* *Policy Manual* *BOP's* *FDA guidelines*	a. Preview an article before reading to predict what information will be included.
	b. Determine the main idea in a text or message.
	c. Distinguish between main idea and supporting details in a text.
	d. Summarize information presented in a text or authentic document.
Interpreting Reference Sources **Outcome: Locate and use information in reference and consumer sources.** *Context: Policy manual* *Company directory* *Equipment user's guides*	a. Locate words/items/names in reference materials such as a dictionary, thesaurus or company directory.
	b. Locate information using a table of contents, index, appendix or glossary.
	c. Locate page, title, paragraph, figure or chart in a text or authentic document needed to answer related questions.
	d. Scan information in a text, graphic display or document to determine whether it contains relevant or needed information.
Interpreting Graphics **Outcome: Read and interpret graphic information.** *Context: Company graphs* *Production data* *Newspapers* *Company profile* *Industry profiles* *Company reports*	a. Locate the key/legend on a diagram, chart, or table.
	b. Identify title/heading, names of axes/sections, information in key/legend and sources of information in a diagram, chart, table, form, or schedule.
	c. Identify information across rows and down columns in a diagram, chart, table, form, or schedule.
	d. Locate specific information in a diagram, chart, table, form, or schedule.
	e. Verify information in a diagram, chart, table, form or schedule.
	f. Apply information from a diagram, chart, table, form or schedule.

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READING SKILLS - P2

In addition to the skill groups and learning objectives in P1 reading at a more difficult level, the following may be incorporated into instruction for a student in the P2 range. These skill groups provide the additional components for completion of the critical reading and thinking skills hierarchy.

SKILL GROUP	LEARNING OBJECTIVES
Applying Information **Outcome: Use facts, principles, or concepts learned from a reading in another situation or context.** ***Context: Policy manual*** ***Company memos*** ***FDA guidelines*** ***BOP's*** ***Safety procedures*** ***Training materials***	a. Restate ideas or information in a text, document or message.
	b. Recognize the broader idea behind the facts or information and infer a general idea or principle from this information.
	c. Recognize similarities or parallels between the situation in the reading and other situations.
	d. Use the ideas or principles from the reading to help understand something else.
Analyzing Information **Outcome: Read and analyze an author's reasoning by separating facts from opinions in a piece of writing.** ***Context: Company newsletter*** ***Newspaper editorials*** ***Industry news***	*Fact and Opinion* a. List the ways facts can be proven: observation, demonstration or scientific experiment, written records or historical documents.
	b. Recognize opinions in reading by the following criteria: often generalizations, often include words such as ***probably, likely, may, perhaps***, often start with "I think" or "many believe", and often use words that interpret or make value judgements such as ***pretty, brilliant, best, worst, important***.
Analyzing Information **Outcome: Read and determine the cause and effect in a description or explanation.** ***Context: Incident reports*** ***Problem-solving*** ***Safety procedures***	*Cause and Effect* a. Define cause (makes something happen) and effect (what happens as a result of the cause).
	b. Distinguish between cause and effect when it is clearly stated.
	c. Distinguish between cause and effect when it is implied and reasoning must be used to infer that one event caused another.
	d. Identify words that often signal cause-effect relationships such as ***cause, because, due to, reason, result, consequently, and therefore***.
Evaluating Information **Outcome: Judge the accuracy, appropriateness, and plausibility of a piece of writing, an event, or a product.** ***Context: Quality Control*** ***Guidelines, Reports***	a. Apply a standard of some kind (formally stated or personal) to make a judgement about a piece of writing, event, or a product such as evaluating a movie (personal) or company product (quality control).
	b. Analyze an author's reasoning by looking at the facts and how they relate to each other.
	c. Compare the author's conclusion or theory against those facts.

WRITING SKILLS - P1

SKILL GROUP	LEARNING OBJECTIVES
Completing Forms **Outcome: Fill out a form or application.** ***Context: Benefit forms*** ***Job applications***	a. Develop lists of items using correct abbreviations if needed.
	b. Provide information requested on a printed form or application by generating appropriate words, numbers, symbols, phrases or sentences.
Writing Messages and Notes **Outcome: 1) Write a message using the five guidelines for writing messages. 2) Write a message or note using complete sentences, correct punctuation, and grammar.** ***Context: Messages to co-workers and/or supervisors***	a. List the five pieces of information needed to write a message such as who left the message, when they left it, their contact number, the message, and who gets the message.
	b. Write a message using these five guidelines: 1) who left the message, 2) when they left it, 3) contact number, 4) the message, and 5) who gets the message.
	c. Distinguish between complete sentences and sentence fragments.
	d. Write a complete sentence using correct punctuation and grammar.
	e. Identify and rewrite run-on sentences using correct punctuation.
	f. Write a note or message using complete sentences and correct punctuation.
Developing Writing for Job Use **Outcome: 1) Write a brief descriptive account of an event. 2) Write a set of instructions using sequence words.** ***Context: Documentation*** ***Work instructions*** ***Work orders*** ***BOP's*** ***Reporting***	*Descriptive writing* a. Select relevant details about an event or occurrence for a written communication.
	b. Summarize essential details for a written communication using the guidelines: who? what? where? when? and how?
	c. Write a brief descriptive account of an event, occurrence, or transaction performed using complete sentences, correct punctuation and grammar.
	Instructions d. List possible sequence words to use when giving instructions.
	e. Record essential information to perform a task sequentially in an accurate and complete manner.
	f. Write a set of instructions using sequence words, complete sentences, correct punctuation and grammar.
Developing Writing for Academic and Personal Use Outcome: Write a brief paragraph on a topic. *Context: Pre-GED preparation* *Formal/Informal letters*	a. Apply strategies for generating ideas for writing such as brainstorming and mapping.
	b. Write a topic sentence that states the main idea of the paragraph.
	c. Write supporting details that connect to the main idea in a logical order.
	d. Use proper paragraph form: 1) first sentence is indented, 2) each new sentence starts right after the one before, and 3) capital letters and punctuation are used correctly.
	e. Write a brief paragraph on a topic using an appropriate pattern of organization.

WRITING SKILLS - P2

In addition to the skill groups and learning objectives in P1 writing, the following ***may be*** incorporated into instruction for a student in the P2 range. The logical progression to higher level writing skills is to expand the writing process from developing single paragraphs to writing longer pieces with several paragraphs. Attention to expression is important at this level so that the students develop precision, refinement, and variety in their writing. Students should employ a variety of skills to enable them to identify a purpose, to produce and shape ideas, and to refine written response.

SKILL GROUP	LEARNING OBJECTIVES
Writing for Job Use **Outcome: Write a memo using the proper format, correct grammar, clarity, conciseness, and style.** ***Context:*** ***Company correspondence***	a. Present the basics of memo writing such as where to find information about the sender and receiver, function of the subject heading, where to find the main subject, sentence structure, grammar, and an appropriate ending.
	b. Revise examples of poorly written memos.
	c. Write a memo using correct grammar, clarity, conciseness, and style.
Writing for Personal Use **Outcome: 1) Write a letter requesting information about a product or service. 2) Write a letter stating dissatisfactions with a product or service. 3) Write a letter expressing an opinion-a criticism, a problem, or praise.** ***Context: Inquiries*** ***Complaints*** ***Opinions***	a. Identify a correct business letter format and guidelines for business/formal letter writing.
	Inquiry letter b. State request clearly by using a question or polite request.
	c. Give background information if needed in order to respond appropriately to the request.
	d. List specific questions or items in separate paragraphs.
	e. End letter with a goodwill statement indicating that a response would be appreciated and a deadline if needed.
	Complaint letter f. Explain the problem in the first paragraph, tell when and where the problem happened, tell what needs to be done, give a contact address or phone number, do not anger the reader, and make a copy of the letter.
	Opinion letter g. Explain the purpose (a criticism, a problem or praise) of the letter in the first paragraph.
	h. Identify appropriate strategies and phrases to use when expressing an opinion. Respond to stated opinions by agreeing, disagreeing, or stating own opinion.
Writing for Academic Use **Outcome: Write an essay on a given topic using the writing process.** ***Context: GED Preparation*** ***Academic writing***	a. Apply different techniques that can be used to produce relevant ideas about a subject such as brainstorming, mapping, and outlining.
	b. List ideas about a given subject or topic, group ideas that are related, label each group, and organize ideas in each group into a logical format.
	c. Write an introductory paragraph, body paragraphs, and a conclusion.
	d. Evaluate ideas, organization, use of the conventions of English and revise if necessary.

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MATHEMATICS - P1

SKILL GROUP	LEARNING OBJECTIVES
Strategies for Solving Math Word Problems **Outcome: List and define the five steps for solving math word problems.** ***Context: Application in all areas of mathematical reasoning.***	a.. List and define the five-step strategy for solving math word problems: 1) what, 2) how, 3) help, 4) compute, and 5) check.
	b. Demonstrate each step using a single example.
	c. List ***key words*** that offer clues to solving word problems and the math operation that it suggests. (Example: **altogether** means add or multiply, **of** means multiply)
	d. Estimate answers to math word problems using the five-step strategy.
	e. Check reasonableness of answers.
Whole Numbers **Outcome: Perform mathematical operations with whole numbers in order to solve *single-step* life-skill or work-related math problems.** ***Context: Inventory*** ***Work orders***	*Computation* a. Read, match, count, and compare whole numbers.
	b. Identify place value of each digit in a given whole number.
	c. Add and subtract whole numbers.
	d. Multiply and divide whole numbers.
	Application e. Apply strategies for solving math word problems involving whole numbers.
Fractions **Outcome: Perform necessary mathematical operations using fractions in order to solve *single-step* life-skill or work-related math problems.** ***Context: Measurement***	a. Estimate the size of fractions.
	b. Read and write common fractions.
	c. Compare and sequence fractions.
	d. Add and subtract fractions.
	e. Multiply and divide fractions.
	Application f. Apply strategies for solving math word problems involving fractions.
Decimals **Outcome: Perform necessary mathematical operations using decimals in order to solve *single-step* life-skills or work-related math problems.** ***Context: Money*** ***Specifications*** ***Blueprints*** ***Tolerances***	a. Recognize place value names on both sides of the decimal point.
	b. Read, write, and compare decimals.
	c. Round decimals to a designated digit.
	d. Add and subtract decimals.
	e. Multiply and divide decimals.
	f. Convert fractions to decimals and decimals to fractions.
	Application g. Apply strategies for solving math work problems involving decimals.

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SKILL GROUP	LEARNING OBJECTIVES
Measurement **Outcome: State and record measurement of an item using an appropriate measurement tool.** ***Context: Measurement***	a. Identify the graduations on scale of various time, weight, distance and/or volume measuring instruments.
	b. Determine the size of the smallest division in one interval on a measurement instrument.
	c. Label all scale markings on a measurement instrument.
	d. Read and record a specific dimension on a measuring instrument.
	Application e. Apply strategies for solving math word problems involving measurement.
THE FOLLOWING TWO SKILL GROUPS MAY BE SELECTED FOR A STUDENT IN THE P1 ***OR*** P2 RANGE DEPENDING ON PRIOR KNOWLEDGE, LEVEL, AND NEEDS OF THE STUDENT.	
Ratio and Proportion **Outcome: 1) Interpret, write and use ratios to determine unit rate or price. 2) Use proportions to solve a word problem or interpret a scale drawing.** ***Context: Unit price*** ***Scale drawing*** ***Mixtures*** ***Distance*** ***BOP's*** ***SPC charting***	a. Identify ratios.
	b. Write ratios for mathematical questions.
	c. Distinguish between ratios and proportions.
	d. Write and solve proportions.
	e. Interpret scale drawings using proportions.
	f. Determine approximate distance on a map using proportion.
Percents **Outcome: Apply a percent problem formula to solve percent word problems.** ***Context: Discounts*** ***Tax rates*** ***Interest***	a. Determine the meaning of percent.
	b. Write equal fractions, decimals and percents.
	c. Compare fractions, decimals, and percents.
	d. Recognize, use and solve percent problems using an accepted formula for solving percent.

MATHEMATICS - P2

In addition to the skill groups and learning objectives in P1 mathematics, the following may be incorporated into instruction for a student in the P2 range. These skill groups provide a basis for understanding and applying **basic** algebra and geometry principles, particularly finding the value of an unknown number and calculating perimeter, area, and volume of objects. Based on prior knowledge and needs of the student, more complex concepts in areas such as angles, triangles, congruence, similarity, and Pythagorean relationships may be attempted.

SKILL GROUP	LEARNING OBJECTIVES
Algebra-Solving Equations **Outcome: Write and solve an equation from a math word problem.** *Context: Pay statements* *Benefits* *Loans/Interest*	a. Define **variable** as any letter used to stand for a number whose value is unknown.
	b. Define equation as a statement that says two expressions are equal.
	c. Isolate the variable in an equation.
	d. Solve a one-step equation.
	e. Solve a multi-step equation.
	f. Translate word problems into equations.
	g. Use formulas (special equations that show how quantities are related) for finding simple interest, $I=prt$; distance, $d=rt$; and total cost, $c=nr$.
	h. Define **exponent** as the number of times a number is multiplied by itself.
	i Calculate any number to a designated power.
Geometry-Calculating Perimeter, Area, and Volume **Outcome: Calculate the perimeter, area, and volume of different shapes and forms.** *Context: Company products* *BOP's*	a. Define **perimeter** as the distance around the edge of any flat object, and **circumference** as the perimeter of a circle.
	b. Calculate the perimeter of a rectangle, square, triangle, and circle using the appropriate formula.
	c. Define **area** as the measure of the surface inside any flat object.
	d. Calculate the area of a rectangle, square, triangle, parallelogram and circle using the appropriate formula.
	e. Calculate the area of a **combined figure** by dividing the figure into simple shapes and finding the area of each of the parts, then adding the results.
	f. Calculate the volume of the three most common solid shapes-the **rectangular solid**, the **cube**, and the **cylinder**-using the same general formula: **Volume = (area of the base) x height** or $V = A \times h$

BASIC PROBLEM SOLVING

SKILL GROUP	LEARNING OBJECTIVES
Describing Problems **Outcome: Describe two major parts of a problem.** ***Context for all skill groups: Personal and/or work-related problems***	a. Define a what a problem is. Include these two points: 1) there is a gap between what is (reality) and what is needed or wanted (ideal), and 2) there is an obstacle in the way.
	b. Determine what area problems fall into: communication, personal, value conflicts, and/or practical.
Determining Problem Solving Strategy **Outcome: Identify steps in a problem solving process.**	a. Identify five common ways to approach a problem: 1) ignore the problem, 2) demand it solved his/her way, 3) give in, 4) compromise, 5) use problem solving skills.
	b. Outline the steps of the problem solving process: 1) define the problem, 2) find out what caused the problem, 3) look for possible solutions, and 4) decide which solutions work.
Defining a Problem **Outcome: Develop a clear neutral statement of a problem.**	a. List possible reactions to problems such as denial, defensiveness, and blame.
	b. Identify open ended questions that help define a problem.
	c. Develop a clear non-blaming statement of a problem.
Finding the Cause of a Problem **Outcome: Determine the primary cause of a problem.**	a. Answer problem solving questions to find the primary cause of a problem such as: 1) What's wrong? 2) Where? 3) Who's involved? 4) How long has this been a problem? 5) Why is it a problem?
	b. Determine the primary cause of a problem.
Looking for Solutions **Outcome: Prepare a list of possible solutions to a problem.**	a. Define brainstorming and list several tips to become a better brainstormer such as choose people to help, limit the problem, create a positive atmosphere, and write down every idea.
	b. Brainstorm a list of solutions for a problem.
Evaluating Solutions **Outcome: Choose the best option for solving a problem.**	a. Describe the difference between alternatives (list of choices) and options (ideas one can live with).
	b. Evaluate alternatives for options using these four steps: 1) Cross off alternatives that do not fit personal values. 2) Compare each remaining alternative to a personal standard or expectation. 3) List the likely consequences of each alternative still on the list.
	c. Choose the best option for solving a problem.

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TEAM-BASED PROBLEM SOLVING - P2

SKILL GROUP	LEARNING OBJECTIVES
Problem Solving as a Process **Outcome: Identify steps in a problem solving process.** ***Context: Overview of process for individual or team approach***	a. Discuss and identify strategies currently used when presented with a problem at home or at work.
	b. Outline and discuss the steps in a problem solving process for a general overview of the process.
	c. List different approaches to problems including team approach and individual approach.
Demonstrating Problem Solving Interpersonal Skills **Outcome: Create an interpersonal skills checklist for each member of a team to evaluate the other members and self at the end of a problem solving project.** ***Context: Skills for team approach to problem solving***	a. Identify ways to work cooperatively with others in a group and contribute to the group with ideas, suggestions, and effort.
	b. Demonstrate different ways to help others learn in a team situation by: summarizing ideas, setting goals, asking open-ended questions, asking for clarification, prioritizing, and reflecting on the process.
	c. Identify how people may respond to conflict, authority, group dynamics, and body language (hand gestures, nonverbal cues, distance and space requirements).
	d. Compare and contrast techniques used by different people to resolve problems.
	e. Define conflict resolution and brainstorm different strategies such as compromising, collaborating, and accommodating that can be used in a group setting.
Defining a Problem **Outcome: Create a problem statement.** ***Context: Personal and/or work-related problems.***	a. Determine a common definition of the word "problem".
	b. List possible reactions to problems such as denial, blame, and avoidance.
	c. Identify possible situations, issues, questions, dilemmas, controversies, or decisions that could be potential problems.
	d. Identify a central issue that needs resolution.
	e. Identify all possible people and/or departments (stakeholders) involved in the situation.
	f. Collect data from the stakeholders that includes their idea of the central issue, what change has to be made, what cannot or should not be changed, and how they would measure the success of a solution.
	g. Analyze the different options/conditions required by all stakeholders for a solution to be considered successful.
	h. Create a ***problem statement*** using the following two prompts: 1.) How can we .....(central issue) 2.) In a way that ....(conditions required for success)

SKILL GROUP	LEARNING OBJECTIVES
Evaluating Cause of Problem **Outcome: Select primary cause of the problem.** ***Context: Personal and/or work-related problems***	a. State the difference between symptom and cause of a problem.
	b. List possible causes of the problem in the problem statement.
	c. Evaluate possible causes and determine primary cause of problem.
Identifying and Evaluating Solutions **Outcome: Write a description of the optimal solution.** ***Context: Personal and/or work-related problems***	a. Differentiate between options and solutions. Brainstorm a list of options to the problem statement.
	b. Generate a list of viable solutions from the option list.
	c. Compare the list of viable solutions to the standard developed in the problem statement.
	d. Choose the optimal solution to the problem by consensus.
Implementing the Solution **Outcome: Write and present an action plan to implement the solution to the problem.** ***Context: Personal and/or work-related problems***	a. Write objective of action plan (the optimal solution).
	b. List concrete measurable actions to be taken to implement the solution to the problem.
	c. Identify and list potential institutional and/or interpersonal obstacles to the plan.
	d. Identify and list resources that are needed to make the solution work.
	e. Prepare a schedule for jmplementation.
	f. Identify and list criteria for success and expected benefits.

COMMUNICATION SKILLS

Choose a skill group and complete the learning objectives in order. Introduction to Communications should be presented and mastered first before selecting any of the remaining skill groups. A 16-week course should attempt no more than two skill groups.

SKILL GROUP	LEARNING OBJECTIVES
Introduction to Communication **Outcome: 1) Recognize effective communication as a two way exchange of feelings, ideas, acts and/or attitudes.** **2) Recognize the quality of communication depends on the words that are used, voice control, body language, eye contact and listening skills.** ***Context: Communication at work, home, and in the community.***	a. Define communications as a process by which information is exchanged between individuals through a common system of symbols, signs or behaviors.
	b. Describe the communication process.
	c. Explain the value of verbal, non verbal (body language and voice tone), and symbolic (types of clothes and jewelry worn, hairstyle, automobiles driven, and living or working space) communication.
	d. Identify barriers or road blocks to an effective exchange of information such as emotional state of transmitter and reciever, preoccupation, status, relationships, and terminology.
Listening **Outcome: Follow oral instructions by focusing attention on the speaker, listening to understand, paraphrasing the speaker's thoughts, and interpreting nonverbal messages.** ***Context: Interactions at work, home, and in the community.***	a. Identify the following key points about listening: 1) is critical to job performance, 2) is a skill and learned behavior, 3) can be significantly improved, 4) is most frequently used form of communication, and 5) must be done with full and active attention.
	b. Describe the following active listening techniques: 1) mirroring, 2) encouraging, 3) echoing, 4) restating, 5) reflecting, and 6) summarizing.
	c. List the five steps to active listening: 1) maintain eye contact; 2) listen carefully to the words; 3) pay attention to nonverbal clues; 4) don't interrupt, question, challenge, or take over; and 5) respond by nodding, using appropriate empathetic facial expressions, saying "uh huh" or "hmmm" or "I see", paraphrasing, or feeding back feelings.
	d. Follow oral instructions to complete a task by focusing attention, listening for main points, visualizing, asking questions, taking notes (if needed), repeating main points for understanding, and avoiding assumptions.
Expressing Self **Outcome: Express self more effectively in an organized and clear fashion.** ***Context: Individual, team, and/or department interactions***	a. Provide information about a task, an upcoming event, or work situation using delivery tips in the following areas: 1) body language - use eye contact, show confidence, avoid distracting mannerisms, let body mirror feelings; 2) voice - speak clearly and firmly, vary voice, be aware of tone, avoid fillers, and speak with confidence; and 3) words - use language appropriate to audience, use positive words, avoid "I think" or "I guess".

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SKILL GROUP	LEARNING OBJECTIVES
	b. Give instructions to complete a task emphasizing the following points: 1) organize and order the tasks before giving instructions; 2) establish a friendly climate; 3) be specific and clear; 4) check for understanding; 5) give the "big picture" and overall goal before beginning; and 6) use terms/vocabulary the audience will understand.
Feedback **Outcome: Give and receive feedback in order to create and sustain productive work relationships.** ***Context: Personal and work interactions.***	a. Define feedback as a response to a situation, behavior, or action that lets a person know if he/she is "on track".
	b. Define the three types of feedback: positive, negative, and constructive.
	c. Recognize the results of negative feedback.
	d. Identify reasons to use constructive feedback such as increases productivity, increases morale, prevents grudges from developing, improves team development helps individuals learn about themselves, and values people and relationships.
	e. Identify reasons to use positive feedback such as increases morale, builds team relationships, helps to focus on the positive , promotes climate of trust , increases chances behavior will continue, and opens up communication.
	f. Give and receive feedback in a typical workplace setting such a group meeting or one-on-one meeting.
Team Communications **Outcome: Use communication skills to effectively participate in team meetings.** ***Context: Team interactions and workplace meetings.***	a. Identify and explain the following team communication skills: 1) Listening - show interest, ask questions to clarify, repeat what was understood. 2) Speaking - organize thoughts first, speak clearly 3) Participating - all opinions are important, encourage others to participate 4) Keeping Team Goals in Mind - stay on track, put personal goals aside when necessary.
	b. Determine what makes a workplace or personal meeting productive or unproductive and what each person can do to contribute to the success of a meeting. (These may include, but are not limited to the following: preparing by assembling questions and ideas/information; listening to participants by maintaining eye contact and looking interested; striving for understanding by asking questions, rephrasing ideas and paraphrasing thoughts; encouraging people to participate by asking for others' opinions and supporting peoples' good ideas; and evaluating the success of the meeting by determining if the groups came to a decision and if there are action items that need follow-through.)
	c. Identify disruptive team behaviors and strategies for dealing with these behaviors.

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SPEAKING AND LISTENING ESL SKILLS

SKILL GROUP	LEARNING OBJECTIVES
Performing Specific Oral Communication Functions **Outcome: Communicate for meaning to a native English speaker.** *Context: Work situations* *Work documents*	a. Introduce and be introduced.
	b. Express lack of understanding; ask for clarification.
	c. Make a polite request and an apology.
	d. Explain your own job using present tense.
	e. Ask and answer *who/what/when/where/how* questions.
	f. Express preferences and opinions.
	g. Give instructions using sequential indicators.
	h. Give directions using spacial indicators.
	i. Use adjectives to describe a person and an item.
	j. Speak about workplace events using past tense.
	k. Report what someone else said to a co-worker/supervisor.
Producing Clear Sounds **Outcome: Speak with clarity** *Context: Work tasks* *Workfloor*	a. Use stress and rhythm appropriately.
	b. Use intonation appropriately.
	c. Make acceptable vowel and consonant sounds.
	d. Blend sounds to produce recognizable words.
Interpreting Spoken Information **Outcome: Respond appropriately to spoken communication of native English speakers.** Context: Work location	a. Hear meaning of a question.
	b. Follow instructions to do something.
	c. Follow directions to go somewhere.
	d. Answer questions about an overheard conversation.
	e. Listen for main idea in a short verbal passage.
	f. Listen for details in a spoken accident report.
Recognizing and Reproducing Sounds of English **Outcome: Listen to understand a native English speaker** *Context: Work location*	a. Recognize letters and numbers from dictation.
	b. Recognize dictated spellings of words.
	c. Identify and repeat sounds when dictated that have caused learner confusion *(e.g. s/th, w/v, b/v, y/j, l/r).*
	d. Listen to dictated words or phrases and indicate comprehension by selecting from a series.
	e. Listen to common formal and informal conversational expressions and be able to respond appropriately.

READING AND WRITING ESL SKILLS

SKILL GROUP	LEARNING OBJECTIVES
Reading Known Words **Outcome: Read a text of simple sentences or phrases and respond accordingly.** *Context: Work form document* *Safety notice* *Daily task checklist*	a. Read a form/document and respond to it.
	b. Read a sign or warning and interpret it correctly.
	c. Respond correctly to a daily task checklist.
Reading a Mixture of Known and Unknown Words and Abbreviations **Outcome: Decipher pronunciation and meaning of text using known and unknown words and abbreviations.** *Context: Newsletter* *Schedule time card* *Employee Directory* *Paycheck stub* *Items from the Abbott Documents Notebook, such as memos, "Abbott Safety Handbook," "Acronyms" and "Food and Drug Regulations"*	a. Successfully guess pronunciation of unknown words.
	b. Use etymological clues to decipher meaning of unknown words.
	c. Use context clues to decipher meaning of unknown words/abbreviations.
	d. Recognize common abbreviations for time, days, months and measurements and those used in classified advertisements and schedules.
	e. Scan a list to find a certain word, abbreviation, acronym or number.
	f. Scan paycheck stubs/work orders for specific information.
	g. Read a memo for comprehension of main idea and specific information.
	h. Read basic non-technical work text with assistance for comprehension.
	i. Read a document/policy/other work text without assistance for comprehension.
Produce Writing from Dictation **Outcome: Write dictated text that can be read.** *Context: Memo* *Safety notice* *Workplace document*	a. Form letters of the alphabet in upper and lower case as dictated, form numbers as dictated.
	b. Write down dictated words.
	c. Write down dictated sentences, using English punctuation conventions.
Creating Original Text **Outcome: Write original text that can be understood.** Context: Supplies/task list *Inventory* *Workplace form* *Journal* *Report to supervisor* *Accident report* *Memo* *Class newsletter*	a. Make a list of familiar items or tasks using singular and plural forms of nouns.
	b. Fill out a simple form.
	c. Use word order strategies to put a simple sentence together that contains the following: at least one article, a subject, a verb and an adjective (terminology need not be taught).
	d. Write a short memo or note to report a problem.
	e. Write about an incident or another person in which subject and verb agree.
	f. Write clear instructions for completion of a task.
	g. Write a clear, detailed explanation of your job.

Glossary for ESL Curriculum

to blend sounds — To put basic sounds together to form a word. In *sky*, for example, four sounds are blended: *s*, *k*, and a dipthong.

context clue — A hint to an unknown word's meaning based on: (1) **location** in a group of known words, as in "I live at 554 *Yeoma;*" or **(2) meaning** of surrounding text, as in "he is *punctual*, always on time."

etymological clue — An analytical hint to an unknown word's meaning. Knowledge of common prefixes and suffixes helps decipher meanings of words like *preview, review, anti-government, ex-president, misunderstanding* and *supervisor.*

intonation — The musical aspect of speech, differing in each language. In English a question does not sound like a question if the speaker ends it with a falling instead of a rising tone.

rhythm — How words and groups of words flow together to sound natural

scan — A visual skill more than an interpretive one, scanning involves looking quickly through a text to find words (shapes) that match a mental template of what they are seeking. Do not confuse with *skim*, which is to look through a text quickly to get a general idea of meaning, a quite advanced skill requiring inference and interpretation.

sequential indicator — A type of adverb used to denote time/sequence, for example: *first, next, last, finally*

spatial indicator — A type of adverb or prepositional phrase used as adverb to denote location, for example: *forward, on the left, in back of.*

stress — Intensity given to a speech sound. Distinguishing it can help learners hear the difference between between *forty* and *fourteen.*

word order strategy — Use of the knowledge that certain words come before or after others. For example, adjectives come before nouns; and in a group of adjectives certain types come before others, as in "six beautiful white Arabian horses."

INSTRUCTIONAL PROGRESS RECORD

Student _____ Instructor _____ Session _____

R = Reading, W = Writing, M = Math, C = Communication Skills, PS = Problem Solving, ESL = English as a Second Language

(1) Circle the appropriate subject area (2) Write the Skill Group (3) Check the box for the a-h learning objective(s) (4) Identify the TABE related Level (E,M,D,A) at which instruction of learning objective and mastery or non-mastery was presented (5) Indicate mastery or non-mastery. Include date with mastery. (6) For mastery, attach evaluation documents and assessment criteria.

R/W/M/C/PS/ESL
SKILL GROUP:

Learning Objective	Level	Mastery 80%	Non-Mastery
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

R/W/M/C/PS/ESL
SKILL GROUP:

Learning Objective	Level	Mastery 80%	Non-Mastery
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

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R/W/M/C/PS/ESL
SKILL GROUP:

Learning Objective	Level	Mastery 80%	Non-Mastery
a.			
b.			
c.			
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f.			
g.			
h.			

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R/W/M/C/PS/ESL SKILL GROUP:			
Learning Objective	Level	Mastery 80%	Non-Mastery
a.			
b.			
c.			
d.			
e.			
f.			
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h.			

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R/W/M/C/PS/ESL SKILL GROUP:			
Learning Objective	Level	Mastery 80%	Non-Mastery
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			

Comments and Recommendation ***for learner:*** _____

_____

Comments on Content and Learner ***for next instructor:*** _____

_____

Comments and recommendations on progress and achievements ***for manager*** _____

_____

INSTRUCTOR'S NOTE:

- **Midterm:** Academic progress to be discussed with learner.
- **End of session:** 1. Comments and recommendation for learner to be discussed with learner.
  2. Completed Instructional Progress Record in to CLC.

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Skills Enhancement Comment and Recommendation Sheet

Comments for the Learner:

Your vocabulary has increased.
Your spelling has improved.
Your reading is faster/shows increased understanding.
Journal work shows that your writing has improved.
Your participation in class discussion is valuable.
Your (sentences/ paragraphs) are much more clear than they used to be.
Your (math, writing, language, reading) skills have increased.
Your attendance is perfect/could be better.
Your progress is evident; more instruction would be valuable.
Continue reading and writing every day; you are making progress.
Continue speaking English at home and at work; you are making progress.
Continue working on your _____; you are making progress.
Use your new ____ skills at home and at work.

Comments for the Next Instructor:

The learner (is / is not) ready for higher level in (math, reading, language, writing).
The learner (has / has not) grasped (math, reading, language, writing) foundations.
The learner needs repetition and/or practice.
The learner needs confidence building.
The learner benefits from positive feedback.
The learner prefers to work independently.
The learner likes to know the point of each activity.
The learner (is / is not) hesitant to risk making errors.
The learner is an active and enthusiastic learner.
The learner needs work on _____.
The learner has made (little, considerable, dramatic) progress in_____.

Comments for the Manager:

(Name) has benefited from the class.
(Name) is an active and enthusiastic learner.
(Name) participates co-operatively in a team setting.
(Name) has enhanced his/her problem solving skills.
(Name) has demonstrated leadership skills.
(Name) works well independently.
(Name) uses English with increased confidence.
(Name's) fluency / literacy / auracy in English has increased.
(Name) has shown an increase in ability to_____.
(Name) is making substantial progress in all areas, especially in _____.
(Name) has increased in ability to communicate (in oral / written form).
(Name) needs (approximately one, two, or more) sessions to achieve a P2 status in (reading/language/math).
(Name) has made consistent progress and is close to mastery in _____.
(Name's) attendance record may indicate lack of commitment.
(Name) would benefit from further skills enhancement study.

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Abbott Teacher Observation

Teacher _____
Class _____
Date _____

Evidence of the following was noted while observing the class, looking through student materials, and talking with the teacher and students.

_____Learners were surveyed on their needs and wants for the class.

_____The teacher understands that the learning objectives in the curriculum are organized in order of increasing difficulty. Students must have shown mastery of each objective, beginning with the first one in each subject area, before they can move onto the next consecutive objective. The mastery could have occurred in a previous class or been shown via an assessment at the beginning of the course.

_____Learning objectives have been identified for each student according to is/her individual academic needs.

_____The curriculum is the foundation for lesson planning.

_____The multi-level needs of the students are being addressed in lesson planning.

_____A variety of teaching strategies are being utilized, including whole group, pair, and individual work.

_____Students are given learning opportunities through reading, writing, speaking and listening activities.

_____The teacher ties in Abbott work-related issues into instruction whenever possible. For example, if the class is talking about technology and computers, the teacher can emphasize that by learning how to operate a computer, a student increases his/her job skills and potential for his/her work with Abbott.

_____The teacher waits a sufficient time for student feedback.

_____The teacher is alert to signals from students concerning comprehension of material and possible anxiety about being in a learning environment.

_____The teacher understands how to complete any necessary class forms, such as the midterm report.

_____Assessment is being done as soon as the teacher feels that a student has mastered an objective.

_____The teacher utilizes authentic Abbott materials whenever possible.

_____The teacher arranges for help from tutors whenever possible.

_____The teacher understands how to use the Plato computer programs.

_____Students are given opportunities to work on Plato whenever applicable to their learning needs.

Concerns or questions that the teacher expressed

Comments from the observer

TEACHER OBSERVATION FEEDBACK

Teacher:_____
Observer: _____
Class: _____
Location: _____
Date _____

The following activities were observed:

Today's **learning objectives:**

Are **outcomes** being targeted? _____

Are materials/activities appropriate in **workplace context:** _____

Are **inidviduals' needs** being addressed? _____

Is the **multi-level** nature of the class being addressed? _____

Notes

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TEACHERS ASSISTING TEACHERS
Staff Development for Part-time Instructors

THE ABBOTT PROJECT

Responsibilities:

1. To meet as a group in four, two-hour sessions
2. To address four designated topics
3. To read the assigned articles and materials
4. To complete the activities
5. To present the process and findings to future instructors

Schedule:

I. Meeting 1: Incorporating All Five Basic Skills into Instruction

OBJECTIVES:

A. Share and review materials (lesson plans,activities) with each other prior to the session

B. Brainstorm ideas, techniques, and resources to approaching this process

Consider: learning styles, interest levels, time management

OUTCOME:

C. Organize a packet of 10 - 12 activities that reflect integration of math and 2 other basic skills

(Optional: Provide suggestions on how to best develop and disseminate the activities)

II. Meeting 2: Providing Best Practices for Multi-level classes

OBJECTIVES:

A. Read the assigned article(s) and materials before attending Session 2

B. Discuss the reading materials and provide specific examples of classroom application

C. Focus on how instructors can accommodate low-level readers

Consider: technological resources, texts, classroom assistance, classroom management

OUTCOME:

D. Develop a list of strategies for teaching multi-level classes

(Optional: Provide suggestions on how to best address this issue)

III. Meeting 3: Reporting Appropriate and Academic Comments

OBJECTIVES:

A. Discuss the rationale for providing comments to management, instructors, and learners

B. Brainstorm possible comments and phrases that could be utilized and/or standardized

Consider: advantages, disadvantages, time frame, process,accountability

OUTCOME:

C. Create a template of three to four appropriate comments for each of the three groups (management, instructors, and learners) that can be used at mid-term and end-of-class

(Optional: Provide suggestions on how to enhance this process)

IV. Meeting 4: Identifying Measurement Instruments and Scoring Criteria

OBJECTIVES:

A. Read the two assigned articles and identify one to two of the ideas that could be applied to your teaching situation. Read prior to attending Meeting 4

B. Bring an example of a skill outcome that has been measured and the criteria for evaluation

C. Discuss and present the information of A and B in a "pair and share" activity

Consider: correlating skills to evaluation, academic level,significance of mastery

OUTCOME:

D. Develop a list of factors to consider when determining appropriate measurement instruments and scoring criteria

(Optional: Provide suggestions on the possibility of standardizing measurement instruments and scoring criteria)